

School No.: 563676

Quality Review Report (Translated Version)

Po Leung Kuk Fong Tam Yuen Leung Kindergarten

**M/F., Block 1, Belvedere Garden, Castle Peak Road, 9 1/2 Miles,
Tsuen Wan, New Territories**

13, 14 & 16 January 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 13, 14 & 16 January 2025

☒ **School met the standards of Quality Review**

☐ **School did not meet the standards of Quality Review**

School Performance

1. Promoting Continuous Development of School

- 1.1 The school upholds the school mission of the organisation to strive for providing quality kindergarten education and nurturing thriving and healthy children. The leadership team pays attention to the development of school and gives explicit guidelines on aspects such as administrative management and curriculum planning, which is effective in steering the continuous advancement of the school. The leadership team coordinates the affiliated kindergartens of the organisation to formulate administrative measures and design curriculum, which attains synergies to enhance the quality of education together. The management keeps an open mind to foster a harmonious atmosphere at work. It strengthens the school work in each area including utilisation of grants and resources, and improvement of environment of school premises and teaching equipment in a step-by-step manner. The school attaches importance to the professional growth of teachers and arranges cross-school visits and sharing sessions on teaching aid preparation for them. It organises school-based training activities related to the development foci and encourages the team to share the acquired knowledge. An atmosphere of professional exchange has been created. Members of the team share the same beliefs and seek progress proactively, working jointly for the well-being of children.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to, for example, increase teacher-child interactions during classes and design corner activities that are of different levels of complexity, raising the standard of teaching.

The major concern of the school in the last school year was improving the teaching environment. Teachers reviewed and refined the set-up of interest corners and the preparation of teaching aids from time to time, which was conducive to facilitating children's learning motivation. In this school year, the school regards boosting children's exploratory spirit as its major concern. It introduces external support and equips teachers with relevant knowledge and skills while holding a wide range of exploratory activities to arouse children's curiosity. On the whole, the school self-evaluation (SSE) mechanism of the school is well-developed and the team makes careful deployment for the work plans. The team collects and analyses each piece of evidence to evaluate and follow up on the implementation and effectiveness of work regularly. Team members practise the rationale of SSE and keep thinking about effective strategies for further advancement, contributing to the betterment with concerted efforts.

- 1.3 The school cares for and accepts learner diversity. It liaises closely and collaborates with professionals from multi-disciplines to convene meetings to keep the team informed of the situation of children while jointly providing adequate care to children with special needs. Besides, the school has formulated proper measures to support children who are newly admitted and those who are about to be promoted to primary schools, letting the children get mentally and emotionally prepared and ensuring their smooth transition to a new learning environment. The school regards parents as partners. It maintains two-way communication with parents through various channels, collaborating to facilitate children's growth. Meanwhile, the school purposefully illustrates the mission of the school and characteristics of the curriculum to parents through curriculum meetings, parent-child experiential activities, webpages and other means, gaining trust and support of parents. The parent-teacher association was established in the last school year. It serves as a bridge of

communication between parents and the school, advises on parent education to the school during meetings as well as assisting in organising large-scale school activities, thereby laying a solid foundation for home-school cooperation.

2. Learning and Teaching

- 2.1 The school forms a number of curriculum groups with principals and teachers of the affiliated kindergartens of the organisation. They formulate curriculum objectives, teaching strategies and activity guidelines in light of the trends of education development, school mission of the organisation and children's interests, life experiences and abilities. Through a comprehensive and balanced curriculum planning, the school cultivates children's whole-person development. Teachers arrange various interactive games, field trips, project learning, etc., to deepen children's understanding of the thematic content and enrich their learning experiences. The school has been actively promoting Chinese culture in recent years by organising the parent-child traditional sports day, art and cultural performance and the day of showing care for the elderly. Combined with parents' efforts, the school guides children to gradually gain knowledge about the traditional Chinese sports, arts and the attitude of filial piety, and develop a sense of national identity. The school devises a proper daily schedule to help children develop positive values and attitudes, acquire skills and construct knowledge from different experiential learning activities, thus fostering their physical and psychological well-being.
- 2.2 The assessment system of the school covers formative and summative assessments. Teachers observe and record children's performance. They create learning portfolios for children to maintain assessment reports, anecdotes, artworks and so forth, and distribute the portfolios to parents on a regular basis to serve as evidence

of the growth of children. Additionally, teachers meet with parents face-to-face to share with them the developmental progress of children, following up on children's needs. Teachers collate and analyse child assessment information to keep track of children's learning and inform curriculum planning. As for the formative assessments, the school is advised to further map out relevant items according to the teaching objectives of the themes, and review children's performance continuously in terms of attitudes, skills and knowledge. The school invites parents to make observation at home. It may examine the appropriateness of some of the assessment items in order to assist teachers in getting hold of children's interests and attitudes in learning in a more comprehensive manner.

2.3 The management leads teachers to discuss activity design, teaching strategies and use of teaching aids during meetings while giving guidance to facilitate teachers' teaching skills. By conducting lesson observation, scrutinising documents, etc., the management monitors the effectiveness of curriculum implementation and renders support to teachers at opportune times. The school carries out peer lesson observation. Teachers not only evaluate their own teaching effectiveness, but also express their opinions to each other candidly. They support one another to boost the professional capacity. The school constantly reviews and revises the teaching outline, homework content, teaching activities and so forth to inform the curriculum planning of the school and that of the organisation, raising the overall quality of education.

2.4 In alignment with the implementation of the major concern of these two years, all classrooms in the school have been divided into four areas to create a wide space. The school has placed a variety of materials therein with an aim to providing children with a rich environment and abundant activities for enhancing children's learning motivation and exploratory spirit. Diversified listening, speaking, reading and

writing activities are set up in the language area. Children put on earphones and listen to stories. Alternatively, they use reading pens to recognise and read aloud words, showing attentiveness. They wear traditional Chinese costumes and hold props to perform children's poetry on a mini stage with self-confidence. Children read picture books or self-made booklets in the reading corner or let teachers read with them. A strong reading interest has been fostered. Children play with different tools for training fine motor skills and make greeting cards to extend their regards to teachers and peers, possessing good eye-hand coordination and writing skills. Teachers set up the art area meticulously. They exhibit children's artworks on ceilings, walls and cabinets, creating an artistic atmosphere. Different types of tools are available for children to gain fruitful creative experiences by drawing, cutting-and-pasting and knitting. In the constructive area, children combine the natural and eco-friendly materials freely and create their work to unleash their imagination and creativity. Children draw the patterns of blue and white porcelain carefully on small vases, decorate the traditional paper fans with detailed lines and textures while making lucky tangerine with coloured paper, crepe paper and chenille stems. Children's artworks are colourful and distinctive, displaying their aesthetic sense. There are different plants and small animals in the exploratory area. Children observe and document the growth of animals and plants, learning to care for and respect life. They put different items into a water tank to know about the floating and sinking of objects. In the constructive corner, children assemble buildings in Chinese style, during which they explore the properties of different materials and the appearance of buildings to foster their curiosity and exploratory spirit. The music and physical area is equipped with things that cater for children's needs including tricycles, climbing frames and tunnels. Teachers design interesting physical games and skills training for children, or they can engage in free choice

activities, facilitating children's gross motor development. There are also many musical instruments for children to use in the area. Teachers lead children to perform rhythmic movements by waving silk scarfs and children have great fun in the activities. The school is recommended to offer training or learning opportunities to strengthen teachers' skills in conducting music activities, hence increasing children's understanding of rhythm and beat.

2.5 Teachers are meticulous in designing thematic teaching activities. Through fun-filled interactive games and appropriate teaching aids, together with articulate explanations, teachers arouse children's motivation and effectively let children understand the learning content. Teachers create teaching aids with different levels of complexity conscientiously for children to choose suitable learning materials for language, exploratory, art and other activities according to their interests, needs and learning pace, increasing the learning effectiveness. At the end of thematic teaching, teachers invite children to bring the teaching aids back home and share the learning content with their family members so that children can extend and consolidate what they have learnt through parent-child activities. In the concluding sessions, teachers show photos or works of children while encouraging children to share their feelings and thoughts, helping them revisit their experiences.

2.6 Children are cheerful and lively. They are engaged in different kinds of activities and are eager to answer questions, having good language comprehension and expression abilities. Children obey the rules and follow teachers' instructions. Children are courteous, get along well with one another and listen to their peers' sharing, possessing good affective and social development. Children are willing to serve as helpers to tidy up and clean the classrooms, demonstrating their spirit of service.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school deploys development plans in different aspects. It examines and follows up on the implementation and effectiveness of the tasks on a regular basis, taking forward all measures properly. The school is recommended to review the appraisal system and set forth appropriate assessment content in light of the duties of middle management staff as well as developing reasonable goals and expectations for enhancing the professional competence of the middle management staff.
- 3.2 The school has been striving to refine the school-based curriculum in recent years to facilitate joyful learning for children. It may further map out assessment items related to attitudes, skills and knowledge based on the teaching objectives of the themes while reviewing the appropriateness of some parent's observation items with a view to fully grasping children's learning and growth.